


[EAS Home Page](#)
[Development and Principles](#)
[Overview](#)
[Administrator Section](#)
[Career Educator Section](#)
[Provisional Educator Section](#)
[Performance Improvement](#)
[EAS Forms](#)
[EAS PDF Booklet](#)
[Staff Development Home Page](#)

## EAS Overview

### Overview

The goal of the EAS is to provide an evaluation system that recognizes quality performance and promotes professional growth. Therefore, the system centers on collaboration between administration and educators aimed at providing a quality education for all students. The program requires:

- Training for all educators on the EAS program;
- Collaborative goal setting;
- Two formal observations for provisional educators by an administrator, followed by conferences (formal observations are not required for career educators);
- Monitoring by the administration of a variety of information sources;
- Selection of data sources and collection of information by all educators;
- Conferencing and sharing of information between administrator and educators; and
- Completion of the Administrator Evaluation Report to be filed with the district.

Career educators are on a four year evaluation cycle, with the fourth year requiring a more extensive evaluation. An educator new to teaching or new to Davis District is provisional for three years, and a more extensive evaluation is required. During the provisional time period, two formal observations and two data sources are required the first two years. In Year 3, an additional data source is required.

### Staff Development and Goal Setting

Evaluation begins at the first of the school year with a training session for all educators on the use of the EAS system. Following the training, educators should identify goals for the year that would enhance their ability to provide a quality educational experience for students. These goals should be shared with the administrator. Goals are reported on the form entitled Professional Goals & Activities, and a copy must be given to the administrator. While the district recommends that the goals be shared at a conference between the educator and administrator, a formal conference is not required. However, either party may request a conference.

### Formal Observations

Provisional educators should schedule a formal observation with the administrator during the first quarter of the school year. A conference should follow within five days of the observation. The second observation should be completed 60 days before the end of the school year. A formal observation is not required for career educators. However, the administrator should make informal classroom visits during the school year.

### Working Administrator Form

The Working Administrator Form is intended to be used during the school year as a working document for providing assistance to educators. The report form identifies a list of sources

that should be used by the administrator in assessing the educator's performance. The form also identifies components of professional practices. The components and the information sources are to be used as a basis for discussion between the administrator and the educator during the year. If during the year the administrator observes practices that need attention, an "N," the educator will be informed immediately and an assistance plan developed.

### Data Sources

The educator has the opportunity to demonstrate quality performance by selecting data sources to share with the administrator. The educator should identify data sources early in the year and collect the information. Data results are shared with the administrator at the end of the year. Career educators need to share only one data source during the first three years of the cycle, and three data sources during the fourth year. Provisional educators choose two sources for the first years and three sources for the last year. Data can come from a number of areas including student achievement results, surveys, teacher tests or evidence developed by the educator that is unique to their program. Educators may wish to collect data from several sources and then select which information to share. If an educator is considering using the "Evidence Unique to the Teacher" category as an Educator Data Source in the spring, it is recommended that the educator discuss this option with the administrator to ensure that it will be acceptable. Formal identification of data sources is not required until the sources are submitted in the spring.

Provisional educators and career educators on Year 4 need to choose Evidence of Student Achievement as a data source.

### Administrator Evaluation Report

Each educator will be given an Administrator Evaluation Report. It is required that a conference be held to share data sources, discuss progress on goals, and review the Administrator Evaluation Report. A copy of this report will be forwarded to District Administration.

### Performance Improvement

A "U" (Unsatisfactory) may be given on the Working Administrator Form and/or the Administrator Evaluation Report. However, before an administrator moves to a "U" on either form, there should be a meeting with the Performance Assistance Team (PAT). A "U" on either the administrator working form or evaluation report requires Performance Assistance.



# Educator Assessment System (EAS)



[Return to District](#) [Search](#) 

[EAS Home Page](#)

[Development and Principles](#)

[Overview](#)

[Administrator Section](#)

[Career Educator Section](#)

[Provisional Educator Section](#)

[Performance Improvement](#)

[EAS Forms](#)

[EAS PDF Booklet](#)

[Staff Development Home Page](#)

## Career Educator Section

### Information on Assessment System

The administrator will conduct a training session explaining the Educator Assessment System (EAS). Requirements of the program will be explained at that time. While the training session is provided by the administrator, the educator shares in the responsibility for understanding the system. If requirements are to be fulfilled successfully, a clear understanding of the components is essential. Any educator with questions regarding requirements should request information from the administrator or the Association.

### Professional Goals and Activities

The educator is responsible for establishing professional goals and activities for the current school year. This might be done in collaboration with department chairs, grade level teams, school committees, or the administrator. The educator will complete the Professional Goals & Activities form and submit it to the administrator. While the selection of goals is the responsibility of the educator, the administrator may help to clarify them. Educators should share their plans to achieve the goals and request any help that will be necessary from the administrator.

### Data Sources

The Educator Data Source requirement asks educators to collect information regarding their professional performance. This is intended to provide educators with the opportunity to share with the administrator evidence of quality work. Educators select evidence to document that they are well functioning members of the district educational staff. Administrators will carefully review Educator Data Sources. For some data sources, the district has established a minimum standard. In other areas, the site administrators must make a professional judgment regarding the quality of the evidence and decide what is acceptable. All Educator Data Sources require written documentation. Educators must complete the appropriate data source form and provide documentation for the selected sources.

A number of different data sources are acceptable, and the educator makes the determination as to which sources best document their quality performance. The choice of data sources need not be disclosed to the administrator until it is presented. However, the educator is encouraged to collect data from several sources and then determine which to share. If educators are considering the Evidence Unique to the Teacher data source, they should discuss their plans with the administrator in the fall in order to ensure the acceptability in this category.

Educators need to be aware that Evidence of Student Achievement must be one of the data sources on Year Four.

Educators are encouraged to use a variety of data sources. If the same source has been used frequently in the past by the educator, the administrator may suggest that the educator select a different source for the next year. However, the administrator can require a specific data source when an "N" has been placed on the Working Administrator Form. For example, a student survey may be required if an "N" has been placed in Relationships with Students on the Working Administrator Form. If surveys are required, the Survey Request Form must be completed and signed by both the administrator and the educator and sent to the EAS

Director.

For career educators, one data source is required during years one, two, and three of the cycle. During the fourth year, three data sources are required. The administrator will check the data source/s submitted by the educator on the Administrator Evaluation Report.

### **Professional Development**

This data source shows educator activities related to professional development. The data might include: classes and workshops relating to an educator's teaching assignment; collaboration with colleagues; school or district committees on which the educator serves; community activities, etc.

### **Parent Survey/Student Survey (Two separate data sources)**

Surveys are intended to show either the student's or the parent's view of the educator's performance. Parent and student surveys will be gathered from one class for educators in elementary schools. Student surveys will be given to one class for secondary educators. Parent surveys at the secondary level will be given to approximately 60 students. (Return rates have been low for secondary parents in the past. The surveys will be given to more parents in order to ensure an adequate sample size.) Educators who choose to use surveys should follow the survey procedures and timelines outlined by the EAS Director. Survey results will be returned directly to the educator.

### **Evidence of Student Achievement**

This data source provides an opportunity to present information on student learning in areas where the educator has a direct impact. Student Achievement must be reported in three (3) different subject areas for elementary educators and in three (3) class periods for secondary students. Data should demonstrate the educator's understanding of formal and informal assessment strategies used to evaluate the continuous development of the learner. The summary includes the Student Achievement Report Form and supporting data such as; examples of student work, descriptions, comparisons, graphic representations, validations statements, and planning.

### **Evidence Unique to Educator**

Educators may design and submit a data source that deals with a unique contribution, student outcome, or direct service that extends beyond the usual professional expectations. The educator should discuss this data source with the administrator prior to submitting it. The educator should describe the data, explain why it is valuable and how it is a unique professional activity or accomplishment.

### **Teacher Proficiency Tests**

Educator tests taken within the past 7 years, are standardized measures that include subject matter knowledge, professional knowledge, and academic aptitude. Praxis II Principles of Learning and Teaching is required for educators entering or re-entering the profession after January 1, 2003, with a Utah

educators Level 1 License . The Praxis Test may be used one time. Test results must be at the level determined by the State. (Refer to State of Utah Rule R277-522)

Graduate Record Examination and the National Board Certification are acceptable options. The National Board Certification may be used as a data source for three times during the period it is valid.

### **Action Research**

A

ction Research is a process whereby educators systemically review their own practice. Classes in the process may be taken from Staff Development. Written descriptions of Action Research Projects may be submitted as data sources after approval from the Staff Development Department.

### **Collaborative Investigation**

Groups of educators may organize to review their educational practice. A written description of their work should be submitted to the administrator.

### **Scheduled Observation(Not necessary to use formal observation form)**

Educators may request that the administrator visit the classroom to observe instruction. The formal classroom observation form may be used or the educator and the administrator may agree on another form for reviewing the instruction.

---

### **Interactions with Administrator**

While formal observations are not required for Career Educators, it is assumed that the administrator will monitor each educator with informal classroom visits. The Administrator Evaluation Report component of the Educator Assessment System (EAS) identifies sources of information that should be used for the year-end report. There is a Working Administrator Form that can be used during the year to note areas of concern. If the administrator observes areas of concern, this information will be shared. If an "N" (Needs Attention) is noted, a plan for improvement and timeline will be established. At the end of the designated time, results will be reported and the Action Summary section of this form will be completed. Administrators will assist educators in making necessary improvements. Any "U" on the administrator's working form or evaluation report requires Performance Assistance/ Remediation as described in the Performance Improvement section.

---

### **Administrator Evaluation Report**

The educator will submit a completed Professional Goals & Activities form and the data source(s) to the administrator. While most goals will likely have been completed during the year, some may be of an on-going nature and may only be "in progress." Notable performance may be acknowledged. The educator should sign the completed Administrator Evaluation Report and receive a copy. A conference is required.

---

[Contact Us](#) | [Site Disclaimer](#) | [DSD E-Mail](#)

©2005 Davis School District





[Return to District](#)   [Search](#) 

[EAS Home Page](#)

[Development and Principles](#)

[Overview](#)

[Administrator Section](#)

[Career Educator Section](#)

[Provisional Educator Section](#)

[Performance Improvement](#)

[EAS Forms](#)

[EAS PDF Booklet](#)

[Staff Development Home Page](#)

## Provisional Educator Section

### Information on Assessment System

The administrator will conduct a training session explaining the Educator Assessment System (EAS). Requirements of the program should be explained at that time. While the training session is provided by the administrator, the educator shares in the responsibility for understanding the system. If requirements are to be fulfilled successfully, a clear understanding of the components is essential. Any educator with questions regarding requirements should request information from the administrator or the Association. Educators new to teaching or new to Davis District are provisional for three years.

### Professional Goals & Activities

The educator is responsible for establishing professional goals and activities for the current school year. This might be done in collaboration with department chairs, grade level teams, school committees, or the administrator. The educator will complete the Professional Goals & Activities form and submit it to the administrator. While the selection of goals is the responsibility of the educator, the administrator may help to clarify them. Educators should share their plans to achieve the goals and request any help that will be necessary from the administrator.

### Formal Observations

At least two formal observations by the administrator are required yearly for provisional educators. Observations should be followed within five days by a conference between the administrator and the educator. The first observation should take place within the first quarter of the school year and the second one shall occur at least sixty days before the end of the school year. The administrator should use the appropriate Observation Data form as a worksheet for the observation. Educators should become familiar with the form appropriate to their specialty, as it outlines the focus of the observations.

### Data Sources

Provisional educators need to be aware that for each provisional year Evidence of Student Achievement must be one of the data sources.

The Educator Data Source requirement asks educators to collect information regarding their professional performance. This section is intended to provide educators with the opportunity to share with the administrator evidence of quality work. Educators select evidence to document that they are well functioning members of the district educational staff. Administrators will carefully review Educator Data Sources. For some data sources, the district has established a minimum standard. In other areas, the site administrators must make a professional judgment regarding the quality of the evidence and decide what is acceptable. All Educator Data Sources require written documentation. Educators must complete the appropriate data source form and provide documentation for the selected source.

A number of different data sources are acceptable and the educator makes the determination as to which sources best document their quality performance. The choice of data sources need not be disclosed to the administrator until it is presented. However, the

educator is encouraged to collect data from several sources and then determine which to share. If educators are considering the Evidence Unique to the Teacher data source, they should discuss their plans with the administrator in the fall in order to ensure the acceptability in this category.

Educators are encouraged to use a variety of data sources. If the same source has been used frequently in the past by the educator, the administrator may suggest that the educator select a different source for the next year. However, the administrator can require a specific data source when an "N" has been placed on the Working Administrator Form. For example, a student survey may be required if an "N" has been placed in Relationships with Students on the Working Administrator Form. If surveys are required, the Survey Request Form must be completed and signed by both the administrator and the educator and sent to the EAS Director.

For provisional educators, two data sources are required during Year 1 & Year 2. Three data sources are required during Year 3. The administrator will record the data sources submitted by the educator on the Administrator Evaluation Report.

Educators are responsible to complete and submit the appropriate data source forms. The administrator will monitor the quality of the data sources and may ask for additional information.

### **Portfolios**

Portfolio must include Data Sources, Artifacts, Reflections based on the New Teacher Standards, Professional Goals & Activities Form. Required for all educators who hold a Utah Educator's License who are entering or re-entering the profession after January 1, 2003, with a Level 1 License. (Refer to State of Utah Rule R277-522)

### **Professional Development**

This data source shows educator activities related to professional development. The data might include: classes and workshops relating to an educator's teaching assignment; collaboration with colleagues; school or district committees on which the educator serves; community activities, etc.

### **Parent Survey/Student Survey (Two separate data sources)**

Surveys are intended to show either the student's or the parent's view of the educator's performance. Parent and/or student surveys will be gathered from one class for educators in elementary schools. Student surveys will be given to one class for secondary educators. Parent surveys at the secondary level will be given to approximately 60 students. (Return rates have been low for secondary parents in the past. The surveys will be given to more parents in order to ensure an adequate sample size.) Educators who choose to use surveys should follow the survey procedures and timelines outlined by the EAS Director. Survey results will be returned directly to the educator.

### **Evidence of Student Achievement**

This data source provides an opportunity to present information on student learning in areas where the educator has a direct impact. Student Achievement must be reported in three (3) different subject areas for elementary educators and in three (3) class periods for secondary educators. Data should



demonstrate the educator's understanding of formal and informal assessment strategies used to evaluate the continuous development of the learner. The summary includes the Student Achievement Report Form and supporting data such as; examples of student work, descriptions, comparisons, graphic representations, validations statements, and planning.

### **Evidence Unique to Educator**

Educators may design and submit a line of evidence that deals with a unique contribution, student outcome, or direct service that extends beyond the usual professional expectations. The educator should discuss this data source with the administrator prior to submitting it. The educator should describe the evidence, explain why it is valuable and how it is a unique professional activity or accomplishment.

### **Teacher Proficiency Tests**

Educator tests taken within the past 7 years, are standardized measures that include subject matter knowledge, professional knowledge, and academic aptitude. Praxis II Principles of Learning and Teaching is required for all educators who hold a Utah Educator's License are entering or re-entering the profession after January 1, 2003, with a Level 1 License. Praxis Test may be used one time. Refer to State of Utah Rule R277-522.

Graduate Record Examination and the National Board Certification are acceptable options. The National Board Certification may be used as a data source for three times during the period it is valid.

### **Action Research**

Action Research is a process whereby educators systemically review their own practice. Classes in the process may be taken from Staff Development. Written descriptions of Action Research Projects may be submitted as data sources after approval from the Staff Development Department.

### **Collaborative Investigation**

Groups of educators may organize to review their educational practice. A written description of their work should be submitted to the administrator.

---

### **Interactions with Administrator**

The Administrator Evaluation Report identifies sources of information that may be used for the administrator's evaluation. There is a Working Administrator Form that can be used during the year to note areas of concern. If the administrator observes areas of concern, this information will be shared. If an "N" (Needs Attention) is noted, a plan for improvement and timeline will be established. At the end of the designated time, results will be reported and the Action Summary section of this form will be completed. Administrators will assist educators in making necessary improvements. Any "U" on the administrator's working form or evaluation report requires Performance Assistance/Remediation as described in the Performance Improvement section.

### **Administrator Evaluation Report**

The educator will submit the completed Professional Goals & Activities form and the Data Sources to the administrator. While most goals will likely have been completed during the year, some may be of an on-going nature and may only be "in progress." Notable performance may be acknowledged. The educator should sign the completed Administrator Evaluation Report and receive a copy. A conference is required.

---

[Contact Us](#) | [Site Disclaimer](#) | [DSD E-Mail](#)

©2005 Davis School District


[EAS Home Page](#)
[Development and Principles](#)
[Overview](#)
[Administrator Section](#)
[Career Educator Section](#)
[Provisional Educator Section](#)
[Performance Improvement](#)
[EAS Forms](#)
[EAS PDF Booklet](#)
[Staff Development Home Page](#)

## Performance Improvement Section

### Performance Improvement

It is the goal of the Performance Improvement process to provide corrective performance interventions at the earliest and lowest levels possible. Corrective measures and other performance interventions should be progressively applied. Administrators should communicate informally with educators on a regular basis and should aim to make educators aware of their strengths and weaknesses before proceeding to Level I.

An educator whose evaluation identifies an area in need of improvement will be offered informal assistance in the area identified by an "N". This step is normally taken after attempts have failed to address the problem through informal discussion with the educator. Only in cases of egregious behavior should the administrator issue a "U" without first having identified the performance problem with an "N" and having followed the informal procedure outlined in Level I below. Egregious behavior includes behavior which represents a threat to the safety of others or which is listed as grounds for termination for cause in the Davis Educators Agreement. It is the responsibility of the District to assign mentors to assist as the educator works to improve his/her performance. It is the responsibility of the educator to respond in a professional manner to identified concerns and demonstrate a willingness to make improvements. The educator must demonstrate sufficient progress in the area(s) identified as being deficient.

### Level 1 - Administrator Evaluation Report "N"

An "N" marked on the Working Administrator Form or the Administrator Evaluation Report is the first procedure to identify concerns regarding an educator's performance, attitude and/or behavior. The "Needs Attention" is the beginning of an informal procedure and discussion between the educator and the administrator in which the educator is directed to take action to resolve the problem, concern, or situation.

1.2 If the "N" is not satisfactorily addressed, the administrator should mark either the administrator's working form or evaluation report with a "U". The Unsatisfactory noted by the "U" automatically invokes Level 2, which is Performance Assistance.

### Level 2 - Performance Assistance "U"

2.1 Performance Assistance (PA) procedures are initiated when an educator receives a "U" rating on either the Working Administrator Form or the Administrator Evaluation Report.

2.2 Performance Assistance shall be based upon identified deficiencies in the educator's performance of his/her assignment as indicated on either the administrator working form or the evaluation report.

2.3 The Administrator shall inform the appropriate School Director, consult with the Performance Assistance Team (PAT), and then provide written notice to the educator that the Performance Assistance procedure is being initiated. Additionally, the administrator shall conference with the educator and present a copy of the Performance Assistance Form outlining reasons for initiating the actions.

2.4 Within five (5) working days following notification of Performance Assistance, the

educator shall meet with the administrator and present his/her plan to address the written concerns. The administrator shall review the educator's plan and may add to or suggest changes in the plan. The administrator may assist by providing examples of exemplary programs, visits to other programs, assistance with the educator's classroom, and appropriate staff development classes. The educator and the administrator will reach agreement on the goals, activities, and timelines for implementing the plan. This conference establishes the beginning date of Performance Assistance, and the process continues for thirty (30) working days. A copy of the Performance Assistance Form shall be sent to the Association when requested by the educator. (See current Davis Educators Agreement.)

2.5 A copy of the Performance Assistance Form shall be sent to the School Director and District Mentor Supervisor. A mentor will be assigned. Mentors are provided to assist at this level if the educator chooses to use one. The role of the mentor at Level 2 is to be of assistance as outlined by the educator in his/her plan. The mentor will make first contact, and then it will be the educator's responsibility to continue the contact. The mentor serves as a resource, not as an evaluator.

2.6 During the thirty (30) working days, the administrator and educator shall meet a minimum of three (3) times to discuss progress in the educator's performance. When classroom performance is the issue, the administrator will also visit the classroom a minimum of three (3) times. During the conferences, it is the responsibility of the educator to bring information and examples of how the improvement plan is being implemented. At each conference the Performance Assistance Form shall be updated and a copy given to the educator.

2.7 Performance Assistance may be extended but shall not exceed sixty (60) working days.

2.8 At the end of Performance Assistance, the administrator shall make the final decision regarding the results of Performance Assistance and shall conference with the educator to review the results.

2.8.1 If Performance Assistance is unsuccessful for Provisional Educators, non-renewal of contract procedures shall be instituted as specified in the current Davis Educators Agreement. Provisional Educators are not eligible for Level 3 assistance.

2.8.2 If Performance Assistance is unsuccessful for Career Educators, Level 3 shall be instituted.

2.9 If Performance Assistance is successful, the educator must sustain the improved performance. If an educator receives a "U" in the same component(s) within three (3) years of successful completion of Performance Assistance, the principal may proceed directly to Level 3 Remediation for career educators only.

2.10 Copies of the Performance Assistance procedure are kept by the administrator in the educator's school file. After three (3) consecutive years of successful performance following Performance Assistance, evidence of Performance Assistance shall be removed from the educator's school file when requested by the educator.

2.11 Transfer Restrictions: An educator shall not be transferred from the school of his/her assignment while on Performance Assistance unless authorized by the Superintendent.

2.12 School File: If an educator who has successfully completed Performance Assistance transfers to a different school in the District within three (3) years of being placed on Performance Assistance, the school file containing evidence of the Performance Assistance must be sent to the receiving principal.

---

### **Level 3 - Remediation - (Career Educators Only)**

3.1 Remediation shall be based upon deficiencies identified in the educator's performance of his/her assignment as indicated on either the Working Administrator Form or the Administrator Evaluation Report and shall be initiated after consulting with the Performance Assistance Team (PAT).

3.2 The administrator shall provide written notice to the educator informing him/her of the decision to initiate remediation. Additionally, the administrator shall conference with the educator and present a copy of the Referral for Remediation Form. Copies of the signed Referral for Remediation Form shall be given to the educator, the Association when requested by the educator, and the Superintendent's office. (See current Davis Educators Agreement.)

3.3 Remediation Team: A Remediation Team shall be formed under the direction of the Performance Assistance Team (PAT), to assist in the remediation process. The team shall consist of a professional educator to serve as chairperson, the school administrator, a grade or subject consultant educator, and, if applicable, the Association mentor. The team may also select an educator to serve on the Team for a specific and justifiable purpose.

#### 3.3.1 Roles of the team members:

Chairperson: (as designated by the Superintendent)

- a. Reviews the Referral for Remediation Form with the team.
- b. Meets with educator prior to first team meeting to receive input regarding a plan.
- c. Schedules and conducts meetings as determined by the educator and the team.
- d. Compiles team reviews and gives copies to the educator and team members.
- e. Coordinates the team's assistance to the educator
- f. Compiles the Remediation Team Report and provides a copy to the educator, the Superintendent, team members, and Association (if applicable) within ten (10) working days.

The Principal:

- a. Initiates Remediation procedures.
- b. Completes all necessary Remediation forms.
- c. Defines the need for Remediation with supporting data regarding performance.
- d. Observes the educator and provides feedback to the team.
- e. Attends all review meetings.
- f. Provides reasonable assistance to the educator.
- g. Makes the final decision as to the success of the remediation after reviewing the recommendations of the team.

The Association Representative: (as designated by the Association if requested)

- a. Reports to the Association.
- b. Acts as the Association liaison between administration and educator to ensure that the Remediation process is properly followed.
- c. Ensures that the educator is treated in a fair and equitable manner.
- d. Attends all review meetings.
- e. Observes and assists the educator.

The Grade-Subject Consultant: (as designated by the Superintendent)

- a. Works as an educator dealing with a similar grade or subject area of appropriate assignment.

- b. Recognized as a well qualified educator.
- c. Observes and works directly with educator, using such elements as model teaching, behavior management skills, appropriate attitudes toward students, appropriate strategies for teaching, i.e., lesson plans, curriculum plans, methodologies.
- d. Attends all review meetings.

The Team Designated Educator:

- a. Spends a designated period of time working with the educator on a specifically defined task.
- b. Works on the final written report with the Remediation Team.

3.4 Disagreement: Should any member of the Remediation Team disagree with any decision, a team member may file a minority report. If the educator disagrees with any decision or process, he/she has the right to file a grievance (see current Davis Educators Agreement).

3.5 Remediation Orientation Meeting: Within a timely manner that shall not exceed fifteen (15) working days after the Remediation Form has been received by the Superintendent, the assigned team shall hold its first meeting. Orientation for the team shall be provided by the Educator Assessment System (EAS) Director in collaboration with the School Director and Professional Association staff, if applicable.

3.6 The Plan: The Remediation Team shall develop a Remediation Plan in consultation with the educator within five (5) working days after the Remediation Team members have met with the educator. In addition to a recommended course of action to be implemented by the educator, the plan will list other resources available for the educator's use for improvement. If the Remediation Team determines that insufficient time remains in the school year to begin effective implementation of the remediation plan, the remediation shall be postponed until the beginning of the following school year.

3.7 Meetings: The Remediation Team shall meet a minimum of two (2) times to review performance as observed by the members of the team by the end of the first twenty (20) working days.

3.8 Written Reports: At each meeting, a progress report shall be compiled by the Team. Copies of this report shall be provided to the educator and Team members.

3.9 Length of Review: The remediation process shall commence with the first working day after the educator has received a copy of the remediation plan. The period of remediation shall be forty (40) working days. A final meeting with the educator and members of the Team shall take place within ten (10) working days following the remediation process. The group shall review the plan, the expectations, and the educator's improvement.

3.10 Early Termination of the Remediation Process: At any time during the remediation process, the remediation may be terminated by the principal after adequate assessment of the educator's performance and appropriate coordination with the Remediation Team and the educator.

3.11 Remediation Team Report: Within ten (10) working days after the final evaluation meeting, the Chairperson shall submit the final written Remediation Team Report, including the principal's recommendation, to the educator, the Superintendent (or designee), and, if applicable, the Association.

3.12 Principal Options:

- a. Remediation has been successful, and the educator is returned to full career status.
- b. Remediation has been unsuccessful, and Orderly Termination is recommended.



c. Remediation has been substantially successful and on terms and conditions established by the Remediation Committee, an extension of the full remediation process for a period not to exceed forty (40) working days is justified. Under no circumstances shall the formal remediation process exceed eighty (80) working days.

3.13 Transfer Restrictions: An educator shall not be transferred from the school of his/her assignment while on Performance Assistance or Remediation unless authorized by the Superintendent.

3.14 All records or documents making reference to Remediation in the case of an educator returned to full career status will remain in the educator's district personnel file for three (3) years. After three (3) years of successful performance, all reference to Remediation shall be removed from the district personnel file when requested by the educator.

3.15 If Remediation is successful, the educator must sustain the improved performance. If Performance Assistance is warranted again in the same component(s) within three (3) years of Remediation, an educator can be terminated for cause (as noted in the current Davis Educators Agreement).

3.16 The appeal procedure is outlined in the current Davis Educators Agreement.

---

[Contact Us](#) | [Site Disclaimer](#) | [DSD E-Mail](#)

©2005 Davis School District